



About the Strategy Based Budget

The strategy based budget form aligns the budget and narrative pieces of the previous application, identifies school level expenditures and activities, and includes funding requirements for LEAs accredited with Priority Improvement and Turnaround plans. Incorporating these planning elements together into one document allows LEAs to better leverage ESEA (Title) funds for a greater impact on student achievement.

Categories

CDE has identified 5 Strategy Categories to assist LEAs in building a strategy based budget: Tiered Instruction and Support, Leadership and Educator Effectiveness, Continuum of Services, Other and Consolidated Schoolwide. The Strategy Categories document illustrates potential Strategies, and eventual Action Steps, within each category. The document is intended as a planning and resource tool. LEAs are not limited or required to allocate resources for specific activities. LEAs are encouraged to select the Strategies that best address the unique needs of their district and schools.

Strategies

The Strategies LEAs select should be informed by goals and targets. Strategies are an overall approach that describes a series of related actions intended to result in improved student performance. The Strategy should describe the specific change in practice necessary to meet the identified goal and or target. For example, if the goal is for all second grader students to be proficient or advanced in math, the strategy must describe what the instructional staff will do to meet this goal – implement formative assessment practices during math instruction to gauge student progress. Utilizing if/then/and statements may help in developing the strategy: **if...**[teacher/adult actions] **then...**[student behaviors/student learning/etc.] **and...** [measures for assessing growth].

- **If...** expert interventionists work with English language learners to build academic vocabulary
- **Then...** English Language learners will have better access to content
- **And...** achievement toward standards will increase

Action Steps

The Action Steps are the specific steps that school or district personnel will take to implement the strategy. Aligning Action Steps with high level Strategies allows for multiple funding sources to support the same activity across multiple schools. Action Steps are clearly stated intentions, succinctly written, that describe how the strategy will be implemented. The Actions Steps, in conjunction with the Strategy, should answer the five **W**'s: **Who**, **What**, **Where**, **When** and **Why**.

- **Who** is participating in the activity: Second grade math teachers
- **Who** is managing/administering the activity: district professional development coordinator
- **What** is the activity: Professional development delivered by district math coaches on number sense
- **Where** will the activity occur: district wide
- **When** will the activity occur: Saturday mornings in September and October
- **Why** - the activity should relate to the identified strategy: teachers need additional training in teaching mathematical concepts as articulated in the Colorado Academic Standards to improve student math scores

The Strategies and Action Steps in the budget may mirror, align or duplicate district/school improvement planning efforts. The ESEA budget, however, requires location based budgeting and specific, discrete detail. LEAs will need to develop and include these additional elements in the ESEA application process.



Select Title I Program Requirements

Schoolwide Programs

- Provides additional timely assistance to the most at-risk students.
- Provides high quality professional development that increases understanding of the appropriate use of multiple assessment measures and how to use assessment results to improve instruction.
- Includes strategies to assist preschool students in the successful transition from early childhood programs to local elementary school programs.
- Annually evaluates the effectiveness of the program with parents.

Targeted Assistance Programs

- Provides extended learning time in or out of school hours and accelerated, high-quality curriculum to students in rank order of need, with attention to minimizing the removal of children from primary instruction during regular school hours for instruction.
- Progress of Title I students is reviewed on an ongoing basis to determine program success and any required adjustments.
- Title I program is aligned with general classroom practices and curriculum.

Focus Schools

- Strategy and Action Steps specifically address performance challenge of the lowest performing disaggregated group(s).

Select Title I Program Requirements

Title I-A

- District must identify the action steps funded with the 10% professional development set aside that specifically address Priority Performance Challenges.

Title II-A

- Action steps align with state identified IIA priorities, including (1) professional development, (2) recruitment, retention and distribution of effective teachers and/or (3) activities that ensure teachers will be highly qualified.
- If applicable, includes actions steps to address any concerns or needs around the Equitable Distribution of Teachers.

Title III-A

- Utilizes scientifically based research strategies to improve the academic achievement and English Language Development for English Language Learners.
- High-quality professional development designed to have a positive and long-term impact on teachers and administrators in acquiring the knowledge and skills necessary to improve the educational programs provided to ELLs.
- Includes strategies to promote effective parental and community involvement at the school and district level, specifically for parents of English Language Learners.
- Activities are coordinated with other ESEA programs, as appropriate.